Instructional Units Program Review Year Five Update - Psychology Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Davi, Estelle** on **02/05/2022 23:21**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

- The current psychology curriculum contains all the required courses for the Associate in Arts in Psychology for transfer. These requirements were sent forth by the state. Since these requirements for the associate in Arts in Psychology were set by the state, we are not anticipating any changes to the degree.
- Information regarding the Associate in Arts in Psychology for transfer is included in each course. Also, invitations are given to students to meet with the instructor regarding this major. Since courses are online students can schedule an individual meeting with an instructor. Also, Zoom sessions addressing the major are held.
- Covid-19 led to the transition of psychology courses to online (asynchronous) teaching learning. Students participate in all the psychology courses as self-directed learners with instructor support.   Students are on a weekly schedule to complete assignments and activities. To achieve these objectives there are prerecorded lectures, PowerPoint slides, embedded/linked videos (to illustrate the concepts addressed in the textbook), PowerPoint slides which include an audio component, Zoom session discussions, discussion board activities, URL links, and quizzes/midterms. The Canvas management system enables professors to manage and organize their learning materials and review course analytics.
- Information regarding online Student Services is included in psychology classes. It is important to have this information for students to help students achieve student success.
- Summer 2021 course assessments were completed for Psychology-010 Individual and Social Processes and Psychology-011 General Psychology.
- Fall 2021 course outline of records were updated for Psychology-010 Individual and Social Processes, Pyschology-011 General Psychology, and Psychology-014 Human Sexuality.
- Instructional supplemental material was purchased to augment the neurobiology unit in Psychology-011.
- Online courses will be offered Spring 2022. These courses are very successful. Fall 2021 there was a a high retention and completion rate. Because of Covid-19 most psychology courses Spring 2022 will be held online with 25% of psychology scheduled for face-to-face instruction.

1b. Please address the following enrollment data provided for your program.
   1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)

Contra Costa
Community   Program Enrollment and Productivity at Census

Location   Level   Subject
LMC

The Covid-19 pandemic changed the world and how we did things. In March 2020 (Spring semester), because of the Covid-19 pandemic, all psychology courses continued with an asynchronous format. Moving to entirely online courses meant that it significantly changed how professors taught and how students prepared for classes. Instructors who had no online teaching experience were expected to teach their classes in that manner. As one colleague stated, "it was asking someone to pilot a plane but had no flying lessons." Despite the tremendous challenges in our everyday and working life, we did it. The district invested in teaching teachers how to teach online by offering a "Becoming an Effective Online Instructor (BEOI)" course. Most of the psychology faculty took the BEOI course and by doing this, they reinvented themselves to deliver a good learning experience for the students.
The census enrollment, census fill rate, and productivity numbers are excellent even with the transition to entirely online teaching. The census enrollment rate and fill rate have excellent percentages even with a drop in number of students from Fall 2018-Fall 2021.

Census Enrollment Rate		Census Fill Rate	Productivity/Ftes/Ftef
Fall 2018	937	105%	25.2
Fall 2019	920	103%	24.7
Fall 2020	884	99%	23.8
Fall 2021	796	99%	21.0

The drop in the census enrollment is due to the fact that administration asked departments to cut courses. The psychology department removed three courses. This is reflected in the drop in student enrollment from Fall 2018 to Fall 2021. Psychology courses have a class maximum of 45. All courses close in psychology with 45 students, often before the first week of class. Even with the removal of courses our census fill rate was excellent: 105% in fall 2018 to 99% fall 2021. The productivity rate dropped because of the removal of courses. Even with the removal of courses, the productivity/Ftes/Ftef remains high.

1b. Please address the following enrollment data provided for your program.
   1.b.2. What does the data suggest in terms of future needs/directions?

The data reflects that student want psychology. It not only meets a general education requirement but also the Associate in Arts in Psychology for transfer (AAT). Students want psychology. It is one of the most popular majors in the nation. Psychology course numbers remain high – even through the pandemic. The department recognizes that the drop in enrollment was a result of removed courses. The trend in the nation and the world is that online learning is "here to stay." A variety of course formats—face to face, hybrid, synchronous, and asynchronous offerings will provide more options for students. Students who work full time or part-time, are employed in more than one job, have a family, and are caretakers need to have an option that works well with the demands of their schedule. The department will meet these needs by scheduling courses in different formats.
Department goals are to; incorporate information about student support services to increase equitable student learning and success an, increase and update curriculum resources to improve and enhance student learning and success, and provide information that will assist students in completing the AAT in Psychology. These are ongoing goals and faculty will continue to work with student services, faculty, and continue in their professional development ensure student success in attaining their goal(s).

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success. Timeline: In progress (ongoing and have been completed). Responsible Parties: Estelle Davi/Adjunct Faculty Action: Notify students about Los Medanos College's student support services – examples are Counseling, Child Care Services, DSP&S, Employment Center, Financial Aid, and LGBT Resources Center. These are just a small list of services that Los Medanos College offers. Action: Recruit tutors for Psychology courses. Goal 2: Increase/update curriculum resources to improve and enhance student learning and success. Timeline: In progress (ongoing and have been completed). Responsible Parties: Estelle Davi/Adjunct Faculty Action: Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice. Action: Review and update material regarding culture of equity, diversity, inclusion, and racial justice. Action: Utilize funding resources Los Medanos College offers. Goal: 3 Provide information that will assist students in completing their AAT in Psychology. Timeline: In progress (ongoing and have been completed). Responsible Parties: Estelle Davi/Adjunct Faculty Action: Develop and offer informational workshops which address lower division requirements for the psychology major and discuss career fields in psychology.

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FOR CTE PROGRAMS ONLY
1c.   Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

Not applicable.
FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

Not applicable.

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)						
Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success.	0 linked SLOs 0 resource requests				
	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.	0 linked SLOs 0 resource requests				
	Goal: 3 Provide information that will assist students in completing their AAT in Psychology.	0 linked SLOs 0 resource requests				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)						
Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success.	0 linked SLOs 0 resource requests				
	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.	0 linked SLOs 0 resource requests				

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)						
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)						
Recommended Actions	Goal 1: Incorporate information about student support services to increase equitable student learning and success.	0 linked SLOs 0 resource requests				
	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.	0 linked SLOs 0 resource requests				
	Goal: 3 Provide information that will assist students in completing their AAT in Psychology.	0 linked SLOs 0 resource requests				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)						
Recommended Actions	Goal 2: Increase/update curriculum resources to improve and enhance student learning and success.	0 linked SLOs 0 resource requests				

2. Vision for Success Goals Update : Version by **Davi, Estelle** on **02/05/2022 23:21**

2a. The following table lists the *Vision for Success* **indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following** *Vision for Success* **indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. ***

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

OTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation

Course Success	75.4%	Completed, In progress and ongoing.	Fa2022 completed and ongoing.	Estelle Davi lead and all faculty members teaching psychology.	**Action:** Notify to students about Los Medanos College's student support services –examples are Counseling, Child Care Services, DSP&S, Employment Center, Financial Aid, and LGBT Resources Center. These are just a small list of services that Los Medanos College offers. **Action:** Recruit tutors for Psychology courses. **Action:** Develop and enhance professional knowledge, practice, and quality of learning quality of learning, and teaching by attending district activities (workshops, flex activities, and other offerings) that address equity, diversity, and racial justice. **Action:** Review and update material regarding culture of equity, diversity, inclusion, and racial justice. **Action:** Update and utilize Canvas by adding practice application questions and incorporate more of Canvas technical offerings such as commenting on student assignment with an audio and/or visual component. **Action:** Incorporate more student use of Canvas's audio and/or visual components for student assignments.
Degrees (AA, AS, ADT)	AA--1 ATT--81.6	Completed, In progress and ongoing.	Fall 2020 completed and ongoing.	Estelle Davi lead and all faculty members teaching psychology.	Develop and offer informational workshops which address lower division requirements for the psychology major and discuss career fields in psychology.
Certificates of Achievement	NA	NA	NA	NA	NA
Unit Reduction	NA	NA	NA	NA	NA
CTE Jobs	NA	NA	NA	NA	NA

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

African American

Low Income

Foster Youth

Level 1	Level 2 ▾	Level 3	Level 4	Level 5	2016-2017 Success Rate	2017-2018 Success Rate	2018-2019 Success Rate	2019-2020 Success Rate	2020-2021 Success Rate	Grand Total Success Rate
LMC	PSYCH	No			71.0%	71.5%	68.5%	74.1%	82.3%	73.4%
		Yes			56.1%	46.6%	53.3%	64.4%	69.3%	56.9%
Grand Total					70.2%	70.2%	67.8%	73.7%	81.8%	72.7%

African American Success Rate:	2018-2019	59.0%	2019 -2020	65.5%	2020-2021	75.1%
Low Income Success Rate:	2018-2019	66.2%	2019-2020	72.5%	2020-2021	78.7%
Foster Youth Success Rate:	2018-2019	53.3%	2019-2020	64.4%	2020-2021	69.3%

It is encouraging to see that the program goals set for African American, economically disadvantaged students (low income and foster youth) students **exceeded program goals set for all groups.**

African American Students: Psychology Department Goal: 61%
In 2018-2019 the success rate for African American students was 59% and improved over three years to 75.1% in 2020-2021.
The success rate improved by 14.4%.
Low Income Students: Psychology Department Goal: 69.7%
In 2018-2019 the success rate for Low Income students was 66.2% and improved over three years to 78.7% in 2020-2021.
The success rate improved by 12.5%.
Foster Youth Success Rate: Psychology Department Goal: 54.1%
In 22018-2019 The success rate for Foster Youth was 64.4% and improved over three years to 69.3%.
The success rate improved 16%.

Despite the 2020 Covid-19 shut down and all psychology courses being online through Fall 2021, there has been an excellent course success rate improvement.
The psychology department far exceeded its goal for African American, low income, and foster youth.

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	61%	Completed and ongoing.	Fa 2022	Estelle Davi and faculty that teach psychology.	1. Continue to provide and refer students to student support services. 2. Continue to provide and update support services and programs included in Canvas and/or handout material. 3. Integrate in course presentations services that can be utilized by students when addressing mental health concerns. 4. Utilize and update Canvas. 5. Continue to provide information on The Associate in Arts in Psychology for transfer. 6. Provide career information for students who are majoring in psychology. 7. Offer curriculum in different formats -- face to face, hybrid, synchronous, and asynchronous courses. 8. Review/purchase/ update instructionally relevant material that addresses equity and inclusion.
Low Income	69.1%	Completed and ongoing.	Fa 2022	Estelle Davi and faculty that teach psychology.	1. Continue to provide and refer students to student support services. 2. Continue to provide and update support services and programs included in Canvas and/or handout material. 3. Integrate in course presentations services that can be utilized by students when addressing mental health concerns. 4. Utilize and update Canvas. 5. Continue to provide information on The Associate in Arts in Psychology for transfer. 6. Provide career information for students who are majoring in psychology. 7. Offer curriculum in different formats -- face to face, hybrid, synchronous, and asynchronous courses. 8. Review/purchase/ update instructionally relevant material that addresses equity and inclusion.

Foster Youth	54.1%	Completed and ongoing.	Fa 2022	Estelle Davi and faculty that teach psychology.	1. Continue to provide and refer students to student support services. 2. Continue to provide and update support services and programs included in Canvas and/or handout material. 3. Integrate in course presentations services that can be utilized by students when addressing mental health concerns. 4. Utilize and update Canvas. 5. Continue to provide information on The Associate in Arts in Psychology for transfer. 6. Provide career information for students who are majoring in psychology. 7. Offer curriculum in different formats -- face to face, hybrid, synchronous, and asynchronous courses. 8. Review/purchase/ update instructionally relevant material that addresses equity and inclusion.

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Davi, Estelle** on **02/05/2022 23:21**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

No Value

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

The CSLO assessment(s) provides feedback on course learning and the extent to which students are successfully meeting the Course Student Learning Outcomes. Most students were 90% or more proficient in each CSLO. This high percentage and high number of students who met "above proficiency" reflects teaching was very effective and learning proceeded as expected.

The Covid-19 pandemic led to the transition of psychology courses to online (asynchronous) teaching/
learning. To adapt to the challenge of online teaching/learning, professors and students used Canvas, a web-based management system. Canvas enabled professors to manage and organize online learning material—PowerPoint slides, video presentation developed by the professors, imbedded videos from online resources, study guides, resource material, quizzes, exams, and application exercises. Students viewed lessons and work, collaborated with each other, submitted assignments, communicated with the instructors, and tracked their grade in Canvas. Methods used in Canvas to humanize the online experience and encourage professor/student and student/student interaction were: chats, group projects, discussion assignments, and Zoom sessions. Several methods of communication were used to maintain instructor/student and student/student interaction: announcements, notifications, feedback with rubrics, and emails

Course and user analytics are easily accessible. Students can track their grades and course activity. Professors can track student performance and alert students regarding their progress. This early alert feature is important in helping students achieve success and course completion.

Transitioning to online was a definite challenge for students. Although stressful, it helped students keep and complete their classes. It not only helped students "survive" but also to but thrive!

4. Course Outline of Record Updates : Version by **Davi, Estelle** on **02/05/2022 23:21**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
PSYCH-011*	Estelle Davi
PSYCH-010*	Estelle Davi

PSYCH-014*	Estelle Davi

*These COORs have been submitted to CC for approval in September 2021

Impact of Resource Allocation